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ABSTRACT

This qualitative study examined how a methods class focusing on beliefs about teaching for democracy in a diverse society influences the beliefs and pedagogical decision making of a group of preservice teachers. This inquiry, a 2-year study of preservice social studies teachers, encompassed their social studies methods course, student teaching experience, and first year of employment as teachers. Specifically, researchers looked at beliefs and actions toward student diversity, teaching "others," and teaching social studies aimed at enabling young people to be informed participants in a democratic society. Contains 3 tables and 18 references. Appended is the course syllabus. (BT)

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Susan Adler and B.J. Confer

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A Practical Inquiry: Influencing Preservice Teachers' Beliefs Toward Diversity and Democracy

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A paper presented at the Annual Meeting of the College and University Faculty Association of the National Council for the Social Studies, Anaheim, CA., November 19, 1998.

A Practical Inquiry: Influencing Preservice Teachers' Beliefs Toward Diversity and Democracy

Introduction

Preparing young people to be informed citizens in a democratic society has been a foundational concept in the organization and development of public schooling in the United States. That enduring ideal is reflected today in many of the state and national curriculum standards which have been developed. It may be no surprise, for example, that social studies standards (National Council for the Social Studies, 1994) highlight "civic ideals and practices" as a major theme in social studies. Similar expectations can be found in other disciplines as well. The National Council for Teachers of Mathematics standards (1989) talk about the importance of mathematical literacy in order to assure that students become "informed citizens capable of understanding issues in a technological society (p.5)." Benchmarks for Scientific Literacy (American Association for the Advancement of Science, 1993) refers to the role of scientific knowledge in public decision making.

Preparing students for the demands of a democratic society means preparing them to live and act in an increasingly diverse society. Democracy, in this context is about more than simply "getting along" and voting. It is, to recall John Dewy (1916/1985) a way of living together, a wide-ranging interplay among and between groups. Diversity and common interests must be the foundation of any concept of a modern democracy (Parker, 1996, p.6).

But preparing learners to take their places in a democratic society is not simply a matter of good curriculum. Teachers are the primary determiners of what gets taught in classrooms; they are the "curricular-instructional gatekeepers (Thornton, 1991)." If we assume that schools can and will take on this task of teaching for democracy in the sense that Dewey argued for, it is important to explore the beliefs and pedagogical decision making of teachers. What teachers believe about the nature and purpose of schooling does matter. Understanding teachers' frameworks through which they develop their pedagogical decisions and the rationale for these decisions, is one way to understand the operational curriculum. Teacher beliefs are one component of the framework for teacher decision making. That is, beliefs do influence the grounds or reasons for teacher decision making (Shulman, 1987).

Thus, as we consider how to best prepare teachers for a democratic, diverse society, we should consider the beliefs that preservice teachers bring with them and the extent to which preservice teacher education can influence those beliefs. Given the power of beliefs, it is important to remember that preservice teachers entering teacher education programs bring with them beliefs, values and perspectives toward teaching and learning that are grounded in their own personal experiences. Furthermore, most teachers are white, middle-class, and English speaking in a society that now has a population of more than 30% children of color (National Center for Education Statistics, 1997). In addition, many teachers, especially at the middle and high school level, conceive of teaching as primarily the conveying information (Lemming, 1988). It is these individuals who are the "gatekeepers" of the curriculum, the guardians of what is actually taught in schools. Their beliefs about what is to be taught and learned can have a major impact on the actual curriculum of classrooms.

Do teachers actually believe that a major function of schools is to prepare youth for democratic citizenship? If so, what are their conceptions of democracy, citizenship and diversity? In what ways do these conceptions influence their pedagogical decision making and practices? Research on teacher beliefs has shown that the beliefs which preservice teachers bring with them serve as filters for processing and making sense of program content (Carter, 1990, p.294-5) and influence the decisions they make about their practice. Efforts to change beliefs of students in preservice education have been mixed (Gomez, 1996) and more work needs to be done in this area. This paper is a practical inquiry into the extent to which deliberate efforts in a methods class designed to influence preservice teachers beliefs about teaching for democracy in a diverse society can influence the beliefs and pedagogical decision making of a group of preservice teachers.

A Practical Inquiry

Reflection on practice, done systematically and thoughtfully, offers an approach to research which can extend a "wisdom of practice (Adler, 1993)." Richardson (1996) refers to such research as "practical inquiry." Practical inquiry focuses on the improvement of one's own teaching. It is aimed at producing knowledge which may help us think about, understand and improve our programs (p.722).

This inquiry is a two year study of preservice social studies teachers that encompassed their social studies methods course, student teaching experience and first year of employment as practicing teachers. There were two primary goals for this study. First, we examined the extent to which the special methods course influenced espoused beliefs. Second, we sought to determine the extent to which these espoused beliefs continued to be expressed during student teaching, and whether the students observed could link their teaching practices with those espoused beliefs. Specifically, the researchers looked at beliefs and actions toward student diversity, teaching "others", and the teaching of social studies aimed at enabling young people to be informed participants in a democratic society. The study was undertaken as a practical inquiry or self study focusing on the social studies methods class and its impact on the beliefs, values and perspectives of preservice teachers.

Description of the Teacher Education Program

The program in which the students were enrolled is a dual bachelor's degree program in which students earn a degree in their content area from the College of Arts and Sciences or the Conservatory of Music and a degree in Education from the School of Education. The students are accepted into the School of Education at the end of their junior year and proceed as a cohort through four professional semesters that build upon one another. Each of the four semesters has a field experience requirement that grows in intensity, culminating in student teaching. At the time of this study, the first field experience required that the students work with a community service agency focusing their attention on the development of children and adolescents, their cultures and societal problems. The second field experience is split between an urban and a suburban setting, allowing the students an opportunity to reflect on the differences within schools and communities. This study began in the Fall of the last year of the students' program during which time they were enrolled in their social studies methods course, in conjunction with a sixty hour field experience. We followed six students into student teaching during the Winter semester, the final semester of their teacher preparation program.

The Course

The methods course is intended for students seeking secondary social studies certification (grades 7 - 12). The course had several goals (see Appendix I: Syllabus), but of major importance was the goal of developing and articulating a rationale for the teaching of social studies "which takes into account the nature of adolescents, of our pluralistic and democratic society, and of growing global interdependence." In other words, they were to begin to think about social studies not only in terms of the disciplines to be learned, but in terms of diverse learners in a democratic society as well.

The text for the class consisted of *Expectations of Excellence: Curriculum Standards for Social Studies* (1994) and a packet of readings. Major assignments consisted of

* two reflection papers, one focused on multicultural education and the second on what students should know and be able to do in social studies by the time they graduate from high school;
* a review and analysis of a social studies textbook and computer program and of a professional journal for social studies teachers, such as *Social Education*;
* the development of a unit of instruction which included, in addition to a set of lesson plans, a 2 - 3 page introduction in which they provided a rationale for teaching this unit and explain how it reflects the curriculum standards recommended by NCSS and the elements of powerful teaching and learning described in the NCSS position paper on powerful teaching and learning.

In addition to these assignments, students did mini-teaching demonstrations in class and an emphasis was placed on providing constructive feedback to one's peers. Furthermore, they were all assigned to an early field experience site for a minimum of 60 hours during the semester. In addition to observing, and writing observation papers, and participating on site where possible, they were expected to videotape and critique their own teaching at the site. The instructor's personal goal was to introduce the concept of civic competency as a core goal for social studies and then to continue to weave that notion through other activities and assignments. The intention was to use the concept of civic competency as a touchstone with which to examine the complexity

of issues surrounding teaching and learning social studies.

The Students

There were sixteen students in the social studies methods course in the Fall of 1996. Of these, nine were white males, four were white females and three were minority females. Approximately 10 of the students were "non-traditional," i.e. over 25 years of age with significant diversity of life and previous employment experiences which Haberman (1991) argues is a key variable to the success of preservice and beginning teachers in educating youths facing poverty, racism and other life challenges. Although the class was predominantly white, several of the students, particularly among the men, explicitly expressed a preference for working with "troubled" youth and/or in urban settings. Of the original 16, fourteen did student teaching during the Winter semester, 1997.

Six of these students (of those who volunteered for the study) were chosen to be studied in-depth during their student teaching experience. Criteria used for inclusion included: preference for teaching in a diverse/urban school, race, gender, and age. The following table illustrates these salient characteristics of the informants.

TABLE I: MAKE-UP OF INFORMANT SAMPLE

(During Student Teaching)

* urban based on cultural diversity of district/SES

	Under 25	Over 25	Caucasian	Minority	High school	Middle School	Urban	Suburban
Male	0	3	3	0	1	2	2	1
Female	2	1	2	1	2	1	1	2

Comments from "Letters of Application" to the teacher education program were the basis of initial beliefs about diversity. Examples include:

"I will strive diligently to help diverse learners learn at their best." .... "All cultures should be implemented in SS [Social Studies] and to describe how all created this world not just a dominant culture." (African American female over 30)

> " My goal is to teach where I can do the most good and I believe this would be in an under serviced community. An inner city public school, and Kansas City in particular seem to be a perfect match." (Caucasian male over 40)

> " I am particularly attracted to your program with its emphasis on urban education."..."My academic goals are to continue to pursue not only the factual knowledge needed to be a successful educator, but to gain a greater understanding of the problems within the society so as to be better prepared to battle the lack of insight which creates these woes."

Methodology

The study was qualitative in nature and essentially divided into two parts. One of the researchers taught the social studies methods course and concentrated on an analysis of student work during this course to determine the students' espoused beliefs about the teaching of social studies for citizenship in a democratic society. For this researcher, this study was a practical inquiry focusing on the development of belief systems concerning the teaching of social studies. The other researcher observed students during this class for a different perspective and with a particular focus on their beliefs about multicultural education. During the student teaching semester both researchers observed students in their classroom settings, and conferenced with the students and cooperating teachers. Neither was in the role of actually evaluating the students as an official university supervisor. Six student teachers were chosen by one researcher for an in-depth case study and observed more often with greater discourse after observations. Three of these student teachers were interviewed individually after the student teaching experience ended.

Data sources

Student assignments, the occasional written scripting of class sessions by one of the authors, an end of student teaching survey and our notes on observations and conferences with students during student teaching served as data for this study. In addition, we kept journals of our own thoughts over the two years.

Of the original 16 students, fourteen did student teach in social studies during the Winter 1997 semester. Of these fourteen, one researcher did in-depth observations of six; each of these six was observed at least once by the second researcher as well. Each observation included a follow-up conference. All the student teachers were asked to complete a survey at the end of student teaching which specifically asked them about the saliency of the concept of citizenship to their thinking about teaching (See Appendix II). Six students completed and returned the survey.

Findings

Methods Class

In the first class session, students were asked to first think back to a favorite high school social studies class. They were told to remember what the class was like and what made it a favorite. They then shared their memories with a partner, and were directed to develop some generalizations about what makes for memorable social studies experiences. While some students remembered a social studies class taught by a dynamic teacher, perhaps a skilled storyteller, what most students remembered were classes in which they were actively involved. Mock trials, debates and lively discussions characterized their fond memories of high school social studies.

They were then presented with the following scenario:

> Your school board is very concerned about the huge financial shortfalls they have to face. They are looking into making cuts wherever they can. One of the proposals they are considering is reducing the social studies requirement from three to two years. In fact, one board member thinks that one year would be just fine - some basic facts in U.S. history and government is all they need, he argues. You oppose this cutback and have agreed to speak to the board about the importance of social studies.

Students were given ten minutes to write down some of the key thoughts they would present. They were directed to think about why students should take courses in social studies in high school and what the broad goals for social studies ought to be. Their responses gave some insight into their initial ideas about goals for social studies (see Table II).

TABLE II: WHY STUDY SOCIAL STUDIES (AUGUST)[1]

N = 14

Greater understanding of self and society	12
Learning from the past to influence today	3
Good citizenship; informed participation	3
Critical thinking	2
Success in the global community	1
Gain knowledge of the disciplines	1

In this initial activity, only one of the 16 students explicitly used the term citizenship as a goal of social studies and none explicitly referred to multicultural education; an additional two described a goal of social studies in terms of informed participation. By far the most common response (13 students) was that a major goal of social studies is gaining new knowledge and understanding. Interestingly, only one specifically addressed the importance of gaining knowledge of disciplines. Most spoke in terms of gaining knowledge of society, ourselves, and where we came from. Wrote one student, for example, "... it is the only course which explains the world around them in human terms." Another wrote that "social studies allows students to see how society functions and interacts, both past and present." Knowing social studies, ran this argument, helps us understand the world. "By taking social studies courses students are able to see and understand the big picture, the interconnectedness of the world today and how it came to be that way," argued another student. This emphasis on understanding the world seemed to focus on the role of socializing learners to our nation and our world as they are and were. Understanding and knowledge of the world and its inhabitants, not critique, was a dominant perspective. One student argued for this broad understanding because it is crucial to both national

[1]The response total more than 14 since many students gave more than one response to the question

and personal success in today's global community.

A related response, made by three students, explicitly put history at the center of the social studies. These students wrote about the importance of enabling students to learn from, not simply about, the past. This was generally posed as a way to help us make better decisions in the world today (to "avoid the mistakes of the past"). Asked one student in his response, "How can anyone learn from their mistakes if they never knew they made them in the first place?" In this response, there may have been a hint at social critique. To understand the mistakes of society (the nation and the world) is to at least begin to take a critical stance toward history and toward our social and political institutions.

Informed participation in a democratic nation (3 responses) and the development of critical thinking (2 responses), were not discussed by many students, but were touched upon by a few. "We need to teach the kids the responsibilities of being a 'good citizen' and a good citizen is one who is knowledgeable and well-informed about the world around them." The specific phrases "diversity" and "multiculturalism" were absent from the comments but seemed to be implied by a few when talking about knowledge of "where we came from."

The Class Progresses

As the semester progressed, the instructor worked to challenge students to explore the concept of citizenship in the context of their thinking about social studies. A discussion of what it means to educate students for active citizenship took place early in the semester after the students had read the introduction to *Expectations of Excellence."* The following excerpts give a flavor of some of the ideas discussed when students were asked, 'What is social studies? What is the goal?"

TS: To promote civic competence to live in a democratic world.

BD: To develop tools for participation.

Instructor: What do "good citizens do?"

TS: Be informed about what's going on in the community so they can participate and volunteer for things.

DI: Have empathy - ways of seeing.

BD: Goals conflict and have to be able to compete in the marketplace, capitalism requires

vicious competition. Students have a problem with why study civics when it's a dog eat dog world. [This was said, it seemed, in some attempt to play the devil's advocate.]

Instructor: How might teachers respond to this.

DI: Pull students far to the left so when they get out in the real world they won't go so far to the right.

RF: Teach students that the world is not Disneyland. Others will have differing opinions and will be able to support them. There are a range of choices for students; they have many decisions to make.

BD: Teachers shouldn't indoctrinate

TS: Many businessmen have the right values and do not exploit the underdog; they give back to society.

The discussion went on to what democracy means in a culturally diverse society. The students themselves raised issues of majority vs minority rights, diversity and unity and the value conflicts likely to be faced in a diverse society.

During this discussion, the students focused on the importance of understanding the structure and function of government and of understanding social issues in order to make informed decisions when voting. They expanded the idea of participation beyond voting. There was a vigorous discussion of the importance of being able to see public issues from various perspectives and this, the class seemed to agree, was an important characteristic of democratic citizenship. Thus, early in the semester democracy and diversity were connected in the discussions, and the meanings of each were intertwined.

It is important to note, as well, the silences. Both the instructor and the observer found this to group to be, as a whole, engaged in most discussions. Talk was animated and articulate. Some students, however, said little. One student, who was later followed into student teaching, conveyed through his body language, a sense of distance from any discussions that weren't clearly and explicitly focused on "how to" teach.

On the whole, however, the class had an interesting discussions about complex issues of what it means to be a good citizen. But this did not mean that these ideas remained central to thinking about curriculum and teaching during the semester. As the semester progressed, the

instructor and the students did not consistently return to citizenship as a guiding concept of their lesson planning and teaching. As the instructor's journal indicates (10/17/96) "... students can, for the most part, talk a good line about citizenship skills. However, the carry-over into lesson planning is less than complete." Students did not reject the concept as they planned, rather, they were faced with negotiating their way through a variety of expectations and perceived expectations of real classrooms.

This is a crucial point. The students were in field sites during the semester and participated in class discussions which would tie in what they were seeing and doing in the field with what was taking place in class. The goals of citizenship (however interpreted) and multicultural education were only two of the many influences on their thinking about teaching. Those students who were doing at least some of their observing in classes where it was assumed that the learners there would be going to college, often argued that these young people needed a good deal of traditional lecturing and testing to "get them ready." Many students worried about management issues and were reluctant to open the class to controversial issues or take advantage of possible teachable moments. One of the students reported, for example, that he observed a seventh grade student writing on his desk: "the white race is superior," "all women should be raped." We discussed in class how they as teachers might react to this behavior. (In the actual incident, the student, who was observing at the time, simply told the teacher and let her handle it.) Our class discussion was one of management - how to avoid disrupting the flow of the class while stopping the offending student and applying appropriate consequences. Some students in the class did argue that a teacher might want to consider planning some activities or lessons dealing with respect for others and human interrelationships. But the real issue, the class felt, was avoiding a confrontation without ignoring the offense. Pulling these diverse concerns back to the concepts of citizenship and diversity was not an easy thing to do without sounding "artificial" or "out of touch."

Occasionally students' field experiences were discussed in the context of the school as a community. When a student reported on a stabbing incident at the school in which he was observing, the discussion focused on the obligation of schools to provide services for everyone, even disturbed and dangerous youth. While there was some recognition that how we treat

students in schools conveys a "hidden curriculum" which has much to teach about social systems and interactions, the larger concern, was for creating a stable environment within which teachers can accomplish their work.

Mid-semester

On the mid-term exam, students were asked to describe a skill which might be taught in school which could promote the goal of "civic efficacy." Two themes emerged as predominant in their answers. The first and dominant theme, discussed in one form or another by seven students, was that of helping students learn to negotiate among varying perspectives and groups in a peaceful manner. Skills such as decision making for the common good, mediation and cooperation, recognizing opposing view points and negotiating consensual outcomes were discussed. One student discussed empathy as a skill to be developed among students. Once again, civic efficacy and understanding diversity were intertwined. The second dominant theme, discussed by three students, focused on developing decision making skills such as gathering and evaluating information.

Final Essay

This same emphasis on teaching learners to understand and appreciate diverse perspectives emerged as well on the final essay they wrote as an introduction to the unit plans they handed in at the end of the semester. In this final essay, they were to discuss the major goals of the unit and provide a rationale for teaching to those goals. The following chart indicates the various themes as they emerged in these essays.

TABLE III[2]

N = 16

Developing empathy (people of other times and/or places)	7
Understanding diverse points of view	6
Understanding key concepts	6
Values - understanding the role of values in society and the diversity of values	5
Understanding the past and the world today	5
Thinking critically - defending and supporting ideas	4

One student explicitly reported that promoting "civic efficacy" was a goal of his unit, that is, to enable young people to be ready and willing to assume citizenship responsibilities. In his discussion of this concept as it applied to his unit on Civil Rights, the theme of understanding diverse perspectives emerged as a major characteristic of civic efficacy. As we read their essays, it appeared that citizenship was viewed by many of my students as fostering community and connection and a sense of social responsibility. Few students spoke of decision making and critical thinking as simply matters of logic and abstraction; rather, these skills are inextricably bound with issues of human values and experiences.

Student Teaching

During their student teaching semester, the students, like most student teachers, were faced with many challenges and concerns. The six students who were observed on a total of at least four separate occasions by the two researchers exhibited very different behaviors. These behaviors and the insights that accompanied them were very closely linked to the expectations of their cooperating teachers. The operating mode seemed to be survival and getting a job. The students were in very different settings, from very low SES inner city schools to very affluent

[2]. Students expressed more than one goal for their units, hence the total is more than 16.

suburban schools. However, there were some findings that seemed to be consistent. All of the students observed were very respectful of all the students in their classrooms and evidenced this by praise and encouragement. In no situation was a student teacher observed berating or demeaning a student. The student teachers all spoke about the importance of using a wide variety of teaching strategies. In the student teachers' explanations this was linked to multicultural education, i.e. they often spoke about using a variety of strategies to reach diverse learners. Comments from students included: "I do more activities than my cooperating teacher, I did an oral tradition activity on Africa;" "Contemporary issues need to be talked about;" "We need to focus on what the students can do;" "We're there for them [kids] and not the other way around. Not there to see if they're smart but to find ways to develop their talents - all have them;" In regard to student work, "Do your best, that's all I can ever ask."

These statements, however, were not consistent with observed teaching practices. Although the majority of the student teachers "tried" many teaching strategies including cooperative learning , they, as well as their cooperating teachers, indicated that this was not the norm in the school. This perceived norm made it more difficult for the student teachers to feel comfortable using diverse strategies. Student teachers commented that: "The usual class is lecture/conversation/review;" " My cooperating teacher doesn't believe in group work but lets me try it;" A cooperating teacher noted that: "There are too many kids out of control - can't be all thing to these kids." Several of the student teachers expressed the feeling that their college classes did not prepare them for the real world.

Perceptions about the expectations of the school and community were at odds with the espoused beliefs of the student teachers. While students could create well organized lesson plans which included multicultural content, and implement them, they were more concerned with impressing the cooperating teacher. They strove to teach in a manner consistent with the cooperating teachers expectations, rather than implement instructional activities they claimed to believe were consistent with the citizenship/multicultural goal of social studies.

Student teachers continued to express the belief that they needed to teach in culturally, as well as individually, responsive ways, although they found that it was very challenging to do so. What of the concept of citizenship? During in-depth interviews, two students said that the

concept had no influence on their thinking about teaching at this time. One explained that she had not rejected the relevance of the concept, but rather, during student teaching she was so focused on her own performance that she hadn't moved on to more deliberation about curriculum yet.[3] The other student, who had silently withdrawn from class discussions about anything that wasn't related to learning specific teaching strategies, said that the concept of citizenship had no connection to his teaching or to thinking about social studies curriculum: "I'm not a communist or anything, but I don't want to teach things related to government. In world history I don't find parallels to citizenship; not interesting." Discussions during the methods class did not stimulate thinking at the time nor did they have any apparent effect on his thinking about teaching during his student teaching.

The other four students indicated that it did matter. For those students teaching government, this seemed like an obvious focus. But even others could connect their teaching back to some view of citizenship. Several students discussed the need to understand the world in order to participate in it. By the end of student teaching, students could talk about the idea of citizenship as one which helped them focus more on big ideas and basic principles and less on bits of information. Several mentioned that they wanted to continue to develop ways to help students become more thoughtful so that they might better participate in public life. "I love to make students think critically about political speeches," noted one. Two students talked about the importance of being involved with one's community, whether local or national, and the role of social studies in enabling this involvement. As one student noted, "we have to teach them that they get wonderful things [in this nation] but have to do things in return."

Conclusions

Students did not enter the methods class with a clearly articulated rationale for social studies nor with an explicit focus on a central idea of citizenship. When the idea of citizenship was introduced, almost every student was comfortable with the idea and found it to be a useful concept for focusing their thinking about curriculum. Of course, citizenship is a broad concept

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[3] This struck us as an honest and perceptive insight into teacher development and one which mirrors the literature in this field.

with many meanings. We might all agree that social studies should play a major part in enabling young people to develop as effective citizens in a democratic society. But it is unlikely that we all agree on what that means. In the social studies literature, "good" citizens are portrayed as informed participants, able to form grounded opinions concerning public issues and to take action based on these opinions. The curriculum which would prepare students to take such a role is one which would engage learners in controversy, challenge them to think critically, and engage them in some forms of civic action.

During the methods class, the dominant theme which emerged from discussions of citizenship and rationale building activities was one of empathy and perspective taking. The students did talk about the importance of helping young people to understand big ideas and major concepts, of enabling learners to gather and evaluate information, and of facilitating informed decision making on public issues. However, the dominant theme which emerged from the discourse of the students at that time was a conception of citizenship which Anderson et al. (1997) labeled "Cultural Pluralism." According to the Anderson study, teachers who hold this conception of citizenship show a strong concern for the rights of diverse minority cultures. They see citizenship education as teaching respect for all national and global ethnic/cultural groups. They seek to avoid patriotic indoctrination and strive to expose students to multiple ideologies (Anderson et al., 1997, 347).

For these students, the overriding concern seemed to be that in a democracy, citizens must attend not only to their self interest, but to the interests and perspectives of other groups. Developing empathy, seeing issues from diverse points of view, and understanding people different from one's self, are, to these prospective teachers, crucial to democratic citizenship and are qualities which are also inherent in multicultural education.

Interviews during student teaching suggested that students continued to believe in the importance of using a variety of teaching strategies to reach students, infusing multicultural content, and holding high expectations for all of their culturally diverse students. Most were able to continue to articulate a rationale for social studies which focused on the concept of citizenship. Putting their beliefs into practice was a more difficult challenge, but this did not seem to change the reported beliefs of the student teachers.

Can a social studies methods class influence students' beliefs about social studies curriculum and teaching? In fact, it appeared that the teacher education program served to reinforce and refine their beliefs but did not necessarily change them. As Johnston (1990) writes,

> "... certification programs in general, and the social studies methods course in particular, had an influence on the students' educational beliefs and teaching practices. The other face is that this influence is not uniform. The students' background knowledge, beliefs, prior educational experiences, and personalities shaped what they took from the program and how they used it in their evolving teaching practice. Also the context of the schools in which they do their field placements, student teaching and first year teaching were influential, but again the influence is partial and differential." (p.211)

What, then, can we say about the influence of the methods class? We did find change or development over the period of the semester. Students were able to articulate a rationale for social studies and to connect their curriculum planning and, to a lesser degree, their teaching decisions to that rationale. It would appear that a focused effort on rationale building enables students to develop a rationale for their thinking and that this, in turn, plays into their pedagogical decision-making. We can only hypothesize as to why the Cultural Pluralism focus emerged as a dominant theme. It may have been that our dual research focus made the instructor/researcher more sensitive to reinforcing discussions which linked citizenship and diversity. It may have been that this particular group, as a whole, came in with this inclination and reinforced it for one another. It may have been that living in a city where news about schools is often dominated by desegregation issues has sensitized them to issues of multicultural education and a multicultural community. The teacher education program of which this methods class is only one component may have influenced their thinking. Education in a multicultural society is a theme which is stressed in our program and reinforced by field experiences.

As important as a methods course might be in stimulating prospective teachers to think about the reasons for their curricular decisions, we know that it is only one of several factors which will influence the curriculum of their classrooms. But it is, nonetheless, one factor. The question becomes, then, how might the methods course become a more meaningful factor. We would argue that we should not think that as teacher educators we can have a major effect on the thinking of new teachers, unless we prepare teachers within real world contexts. Teachers must

negotiate complex worlds, and teacher educators risk being relegated to the 'ivory tower' unless we are a part of that world. Teacher educators, then, face the difficult task of respecting the demands and realities of classrooms and schools while at the same time working with practitioners to change those realities. The move toward professional development school models in which university professors and teachers share in the responsibility for teacher preparation holds promise for making such connections. Building clear and explicit connections between what is learned and expected in a methods course with actual practice in schools may be the best way to influence teacher decision-making about subject matter and appropriate teaching practices.

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APPENDIX I: SYLLABUS

SPECIAL METHODS IN SOCIAL STUDIES

Instructor:

Susan Adler Suite 319
235-2460
Office Hours: M,T,W,Th 3 - 4 p.m.

About This Course:

The primary goal of this course is to enable you to begin to reflect critically on curriculum and pedagogy in secondary social studies. You'll be introduced to current practices and issues in secondary school social studies. It's expected that you will begin to develop the skills appropriate to the implementation of a variety of teaching strategies; in addition, it is expected that you'll be able to assess these strategies and curricula in relation to the needs and interests of diverse learners, the social contexts of schooling, and the role of social studies in a democratic society and an increasingly interdependent world.

Intended Learning Outcomes:

-develop a rationale for secondary school social studies which takes into account the nature of adolescents, of our pluralistic, democratic society, and of growing global interdependence;

- develop and analyze lessons which are designed to actively involve students in "social study." this will include an understanding and analysis of:
  - concept development
  - skill development
  - higher order thinking skills
  - values education
  - use of technology in teaching

- review and analyze current trends and materials in social studies;

-develop a unit of instruction which demonstrates the ability to use a variety of instructional strategies in ways that are appropriate to the content and to diverse adolescent learners;

- demonstrate an ability to consider alternatives to observed practices and to personal conceptions of teaching and to analyze those alternatives for their possible consequences for diverse learners, for schooling and for society.

TEXTBOOKS

Required:

Expectations of Excellence: Curriculum Standards for Social Studies
Handout Packet
Performance Assessment in the Social Studies Classroom
Primus: Case Studies for Teacher Problem Solving
Teaching in Middle and Secondary Schools, Callahan, Clark & Kellough (Gen. Methods I Text)

Recommended

National History Standards
Geography for Life: National Geography Standards
P. Martorella *Teaching Social Studies in Middle and Secondary Schools* (available in IMC)
Herman, Aschbacher, & Winders *A Practical Guide to Alternative Assessment* (Gen Methods I text)

COURSE REQUIREMENTS

Major assignments:

BEST COPY AVAILABLE

Class participation	5%
Reflection papers	20%
Professional Journal Review	10%
Resource Review	10%
Project - Unit of Study	30%
Portfolio	15%
Quizzes	10%

Late papers will be accepted one day late without penalty; each day after that the grade will decrease one grade (e.g. from a B to a B-) unless an extension has been worked out with the instructor.

ASSESSMENT RUBRICS are included in your handout packet. THESE ARE TO BE INCLUDED WITH YOUR ASSIGNMENTS. Assess your own work using these rubrics before you hand in the assignment for final evaluation.

Over view of assignments:

1. REFLECTION PAPERS - Due: Sept 19, Oct. 29

In these papers of approximately five typewritten pages you will be expected to demonstrate an understanding of the issues raised in class and the possible implications of these issues for teachers and learners, for schools and for society. See instructor if you wish to write on an alternative topic. Papers will be evaluated on organization, clarity of thought, support of arguments and mechanical correctness.

A. Due Sept 19

Your school district has just elected a new school board and several of these new members are eager to change the social studies curriculum of your high school. They are concerned that students don't know important names and dates, can't locate places on a map, and know little about the U.S. Constitution. As a locally recognized excellent social studies teacher, you have been asked to address the Board on "the purposes of social studies." They want to know what you think the broad goals of high school social studies ought to be and what student ought to know and be able to do in social studies by the time they graduate from high school. You will need to address the specific Board concerns. Be sure to provide a rationale for your ideas.

OR

Imagine yourself five years into teaching. You are now an experienced - and excellent - teacher. Describe the kinds of activities that go on in your classroom over the course of a semester and why. Consider the following: what do you hope student will learn from your course (broad goals, not little details); how do you see yourself facilitating that learning? Provide a rationale for your ideas.

B. Due Oct 29

One of the greatest challenges facing teachers is creating a classroom learning environment for all learners. Students bring with them a variety of individual differences, cultural differences, disabilities and interests. Choose one area of difference among learners (e.g. cultural background) and discuss how you would structure a course to accommodate those differences.

OR

Attend the Fall meeting of the Missouri Council for the Social Studies in Kansas City on Sat. Oct. 12, 8:30 - 2:00. Write a reaction paper in which you discuss what you learned at this Conference and your impressions more generally of the role of professional conferences for teachers.

2. RESOURCE REVIEW - Due: October 24

Using criteria discussed in class, analyze at least one current secondary social studies text and at least one computer program appropriate to the social studies. In addition to evaluating these resources according to the criteria developed in class, discuss how you might use them. Commonly used textbooks are available in the IMC; computer programs are in the computer room. See attached rubric for assessment criteria.

3. PROFESSIONAL JOURNAL REVIEW - Due: Nov. 12

Review several issues of Social Education or other professional journal for social studies teachers. Write a brief paper (about 3 typewritten pages) describing the nature of the journal and the possible use it can be to teachers. Details of this assignment are included in your handout packet.

4. UNIT OF INSTRUCTION - Due: December Dec. 12. (Rough Draft - Nov. 26)
Working in groups of two or three, you are to prepare a unit of instruction. Detailed instructions and criteria for assessment will be presented in class.

5. PORTFOLIO - Due Dec. 17
This assignment will serve as your final exam. It is intended to get you to reflect on what you have learned so far in this program and specifically in this course. It is also aimed at helping you to prepare for job interviews and the teacher evaluation process you will participate in when you are finally a teacher.

Create a portfolio that demonstrates that you have accomplished the goals for this course. A portfolio is a collection of work samples or artifacts which demonstrate your best work (or your development) in a field or task. Review all the assignments you did for this course and select those which you think best show your developing teaching. You are encouraged to include additional materials, either from other courses or anything you wish to add. I recommend that you consider including a sample resume and cover letter for a job application. You must include a reflection essay in which you describe why you have included the pieces you did.

As with all assignments, be sure to refer to and include the assessment rubric.

6. CLASS PARTICIPATION
You will be expected to complete several small, ungraded assignments during the semester (e.g. handing in rough drafts of lessons). While these are ungraded (and intended to serve as a way for me to provide feedback to you), it is, nonetheless important that these assignments be completed. In addition, you are expected to come to and participate in all classes. In case of emergency, please let me know if you will be missing class (in advance, if possible).

APPENDIX II

END OF STUDENT TEACHING SURVEY
SOCIAL STUDIES AS CITIZENSHIP EDUCATION

In methods class we talked about "citizenship education" as a major goal of social studies. I am trying to better understand what this concept means (or does not mean) to classroom teachers. Now that you have completed your student teaching, I am asking you to write your response to the following questions. These responses do not require that you identify yourself and in no way influence your student teaching grade.

QUESTIONS:

1. At this time, what does "educating for citizenship" mean to you? Is this appropriate, do you think, as they major goal of social studies? Why?

2. Was this conception of social studies meaningful for you as you planned and implemented social studies curriculum? Please explain.

Thanks for your help!!